

LANGUAGES AND TECHNOLOGIES: REFLECTIONS AND CONSIDERATIONS

CALGARY TEACHERS CONVENTION FEBRUARY 2010

Presentation by Valeria

Palladino

Med, Bed, BA,

valeria@ualberta.ca

WIKI :

<http://paperellalanguages.wikispaces.com/>

Web: www.paperella.net

Blog:

<http://cosedipaperella.blogspot.com/>

This presentation will elicit a number of conversations and reflections on current research and applications on integration of technology in second language classrooms. A variety of studies and articles will be presented, reviewed and explored to deepen the understanding of effective uses of technology in language education.

PRESENTATION POTENTIALS

This learning opportunity may take us on different journeys based on some key factors, including:

- the audience at the session,
- the levels of personal understanding and confidence in using technology in SL classrooms,
- understanding of current available research,
- personal attitudes and
- experiences and situations in our own educational settings

Basic learning goals of your presenter today include:

Establish common understandings and personal perspectives on technology

Share some research findings on technology, SL and integration factors

Set the stage of new thinking models (MIA factors) to spark new conversations

Here possible activities and topics we may have time to engage in/or talk about



The techno-Tool Conversation



View Practical Uses of Tools



Share Expertise



Some Research Insights



Consider the MIA model



Keep on Talking...

<http://paperellalanguages.wikispaces.com/SLIC2008>

Readings and Sources of Good thinking...

Title	Info Bits...
1. BECTA ICT RESEARCH	Address: http://www.becta.org.uk/
	<ul style="list-style-type: none"> Becta is the government agency leading the national drive to ensure the effective and innovative use of technology throughout learning. Specific source section used in the three key conversation foci for the session can be found according to the different titles:
	<ul style="list-style-type: none"> Enabling Teachers to make successful use of ICT http://partners.becta.org.uk/upload-dir/downloads/page_documents/research/enablers.pdf - a great set of considerations around what allows for successful use (many factors are mentioned, from orientation of research – teacher vs. student centered use of ICT; personal involvement of teachers; levels of support; overall challenges of large-scale implementations
2. Blogging: Fostering Competence development in Foreign language and Study Abroad Contexts	<ul style="list-style-type: none"> What the research Says http://partners.becta.org.uk/index.php?section=rh&catcode=re_rp_02_a&rid=13660 initial idea of the available research evidence on aspects of using Information and Communications Technology (ICT) in schools and colleges. It is designed primarily for teachers, ICT coordinators and school managers.
	Idoia Elola, Ana Oskoz, Foreign Language Annals, Volume 41, N.3, Fall 2008, pg. 454-477
3. The Affordances of Weblogs and Discussion Forums for Learning: A Comparative	<ul style="list-style-type: none"> A look at how the use of blogs can affect intercultural competence, based on a study between students in two schools, in Spain and United States respectively. Considerations on positive effects on development of groups ' intercultural competence and understanding.
	Qiyun Wang, huay Lit Woo, Educational Technology, September-October 2008, Pg. 34-38
	<ul style="list-style-type: none"> Understanding the differences between the tools and their respective potential Common educational affordances are found (educational affordances as defined by Kirschner <i>et al</i> [2004] – characteristics of an artifact that determine if and how a particular learning behaviour can be enacted

Title	Info Bits...
Analysis	within a given educational context)
4. Technology Integration in the College Classroom	Keith Hopper, Rebecca Hendricks, Educational Technology, September-October 2008, Pg. 10-17 <ul style="list-style-type: none"> Strategies and tips to using technology in the classroom – great lessons that can be brought back to any classroom.
5. Is there a Wiki in your Future?	Sacip Toker, James L. Moseley, Ann T. Chow, Educational Technology, September-October 2008, Pg. 22-27 <ul style="list-style-type: none"> Definition and possible uses of wikis for educational purposes. Really nice article!
6. The program of Systematic Evaluation (PSE): Evaluating the effects of Multimedia Instruction 1965 – 2007	Francis M. Dwyer, Educational Technology, September-October 2007, Pg. 41-50 <ul style="list-style-type: none"> Interesting review of systematic implementation of technology in education. Guess what: most research focused on achievement of specific expectations using technology and not considering the learning environments put in place to achieve those objectives. Sound pedagogical design can contribute to better attainment of results using technology support ...aesthetically pleasing visuals may not be of significant instructional value...
7. Enhancing Distance Learning For Today's Youth with learner-centered Principles	Wallace H. Hannum, Barbara L. McCombs, Educational Technology, May/June 2008, Pg. 11-20 <ul style="list-style-type: none"> Defining distance learning – potentials and limitations Need to accompany: "...a superior systematic design process with superior pedagogy and lessons around empirically validated learning principles" in order to achieve positive results in e-learning environments. Understand that today's learners are: proactive, autonomous, relate first to graphics then to text, active participants of their own learning. Learning Centered Principles
8. Instructors' Integration of Computer Technology: Examining the Role of	Hoe Kyeung Kim, Dorothy Rissel, Foreign Language Annals, Vol. 41, N1, Pg.61-77 <ul style="list-style-type: none"> Language teachers beliefs profoundly affect the use and integration fo technology in their SL classes Instructors use technology to support and validate their already established beliefs of technology Beliefs may range from: need to be in-control (technology may make us

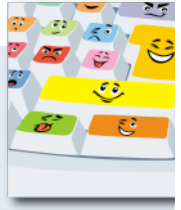
Title	Info Bits...
Interaction	<p>lose control), technology cannot help us much after all; interaction through technology may privilege fluency over accuracy</p> <ul style="list-style-type: none"> • Predicting factors in integration include: TRAINING, VOLITION and OPENNES TO CHANGE • Need to encourage not only understanding of tools and processes but support and validate new uses with language-specific suggestions, methodologies and applications.
9. Pedagogical Biases in Educational Technologies	<p>Marlene Scardamalia, Carl Bereiter, Educational Technology / may-June 2008, Pg. 3-10</p> <ul style="list-style-type: none"> • Several considerations around claims of educational tools • Knowledge about vs. Knowledge of • Mechanics of technology tools get I the way of learning • Overuse of search engines (narrowing of topics rather than enhancing summarizing skills) • Four basic principles <ul style="list-style-type: none"> ○ Depth of Learning (use what is learned to face new learning challenges) ○ Discourse (information gathered through technological tools must be engaged in reflective and dialogic processes) ○ Agency (learners taking charge and responsibility of their own learning) ○ Collaboration
10. Towards Volitional Media Literacy Through Web 2.0	<p>Heikki Kynaslahti, Olli Vesterinen, lasse Lipponen, Sanna Vahtivuori-Hanninen, Seppo Tella, Educational Technology September/October 2008, Pg. 3-9</p> <ul style="list-style-type: none"> • Volition as use of will, choice and decision • Media literacy through Web 2.0 tools is Participatory, Collaborative a Distributed • Culture of participation
11. Webopedia	<p>http://www.webopedia.com/</p> <p>Find here your answers to technology and internet related questions</p>

literacy.ning.com



Mr Johnston didn't realise that the teachers were actually using the technology in their classrooms till they started sending children to his office as email attachments.

Consider the following about committing to using ICT in SL classrooms:



1. **Seek out positive role models** – get inspired by a colleague, a cool video or read you have come across lately. You will be amazed at how effective a good chat with a friend who “has been there” can be, to give you the spark you need to make the first step.
2. **Reflect on what Motivates you** – if you have never touched a techno-tool, what would make you want to try it out for once? Maybe your students are excited about their iPods, or their cell phones. Or a digital camera they received for their birthday. Become curious and ask them what is “so cool” about the tools. Then think what makes you excited and seek out a techno-tool that might just do the job.
3. **Don’t go at it alone!** – Ask a colleague who maybe in your same boat, what would they like to try. Sign up for the same session together. You will be amazed how much more fun and how longer you will stick with the new skills!
4. **Challenge yourself** – think of your preferred ways of teaching and establishing your learning environments. Maybe a microphone is the place to start. You prefer to use clear voice to explain to and guide your students – use a microphone and see how that works. Then invite your students to use the microphone for their next polished short presentation in the TL. If you are a visual learner and use lots of visuals in your lessons, how about a digital camera? Ask your students to help you understand how one works and use real life pictures to illustrate the next story or paragraph you will be working on together. Always think of where you are and how can you be just “one bit” higher or deeper! ☺ This is different for everyone.
5. **Think of what makes it challenging for you!** – Reflect on what is the real story behind all those excuses for NOT using techno-tools in your classes? Is it **time**? Is it a feeling or sense of **unease**? Are you scared it will just not work when you decide to use it and count on it? Whatever the reason, identify it, name it, consider it, share it with someone and think of how you can change it or work around it. Time? See if you can try with a small new task and set aside a bit of time each week or for specific assignments in your plans. Feeling scared? Ask someone who may feel the same – then see how you can try to face your fears!
6. **Ask for help!** – Ask your school, principal, department head, and consultant for support. A place to start and a strategy that can work for you. There are many many people out there ready to help.
7. **It takes time!** – Remember: no new skill can be mastered after one time practice. It works the same for any new learning around techno-tools. The rule of thumb states that any new specific task on a software or even how to set up hardware needs at least 4 consecutive tries before we register it in our brain, and feel more comfortable using it the next time we are at it. Fool around with a new skill just for fun at least the first 4 times you are at it. You will enjoy the ride and build the foundation for using it as a master the next time you are at it! ;)



8. **Be ready to state your case!** – If you feel pressure from your school or department to implement new techno-tools, be ready to make your point. Indicate where you feel you are at, why you are in the place you are as far as technology implementation goes, including your initial interests, your sense of comfort zone and your desire to step out of that comfort, one step at a time. If you let your colleagues and school know where you are and where you want to be, it will be easier to set a plan to achieve your goals and theirs together.

If you are already committed but have no idea how to be more specific with ICT in your SL classes...

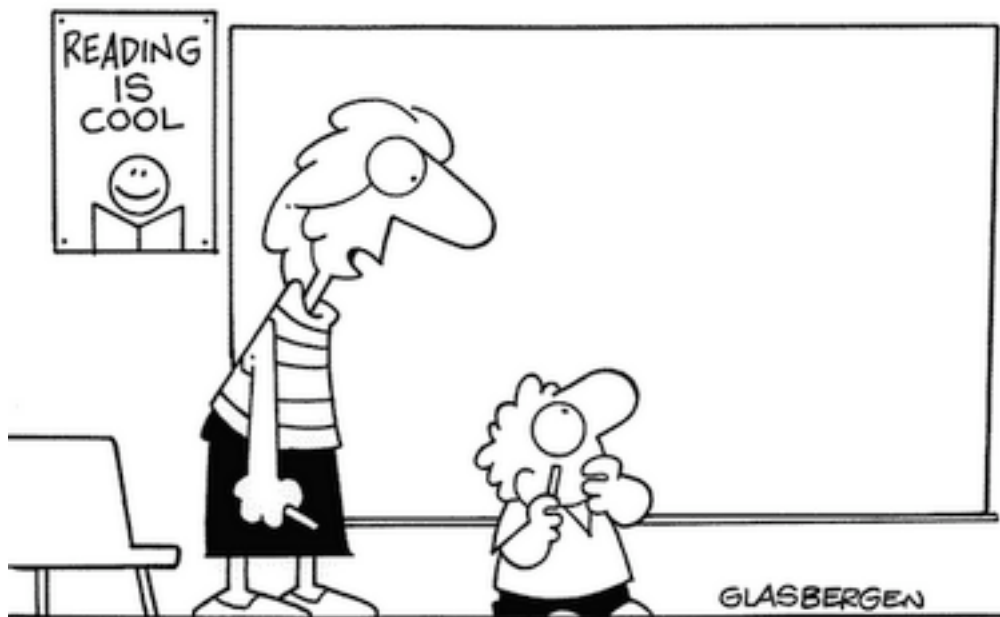
1. **Begin with CARLA** - <http://www.carla.umn.edu/technology/> - this is a good start for readings and information about languages and technology. Lots of reading materials available!
2. **Join a discussion forum or chat room of colleagues with your same interest** – start a discussion forum or a group (Google groups are a good and easy way to start) and invite colleagues around the province to join you. Keep it light and flexible. You may be amazed at how many ideas some conversations may lead to!
3. **Attend sessions about this topic!** Look for ideas at conferences and workshops. Contact your district and your consultants and let them know about your interests. If they are aware of your needs they will try to meet them!
4. **Share your successes!** – Do not be afraid of presenting and sharing your work in formal and informal ways. You can be the reason and inspiration for so many others and you can begin a circle of learning in your educational communities.
5. **If the opportunity knocks...** - If you have a chance of being part of bigger projects around this topic, do so! Research states that the best learning and growing opportunities come around projects of greater scope – you will learn more as you contribute to those groups and you will become a leader in your area, ready to share expertise and experiences with your colleagues.
6. **Try one more!** – If you are already well versed in many techno-tools, think of using one more. A different tool you have never tried before. Try also to find out how other people use the same tools you are familiar with. You will come across that one new activity in your SL class that may just bring a new spark to your lessons.

Know your own **motivating** factors (search for some if you cannot think of any) and cultivate them – do more of what makes you feel comfortable around technology and less of what scares you!

Seek **inspiration!** Read, watch videos, listen to colleagues, and participate in activities that keep you going! Keep the fun in the formula!

Find ways to **access** support! Locate what specific support you need (you really are the best one to know about it!) and talk about it with your colleagues and make a plan with achievable steps

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“There aren’t any icons to click. It’s a chalk board.”